



MCLAURIN ELEMENTARY

1400 McMillan Lane
Florence, SC 29506

Grades	PK-4 Elementary School	
Enrollment	786 Students	
Principal	Deborah Cribb	843-664-8457
Superintendent	Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	Average
2007	Average	Excellent
2006	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

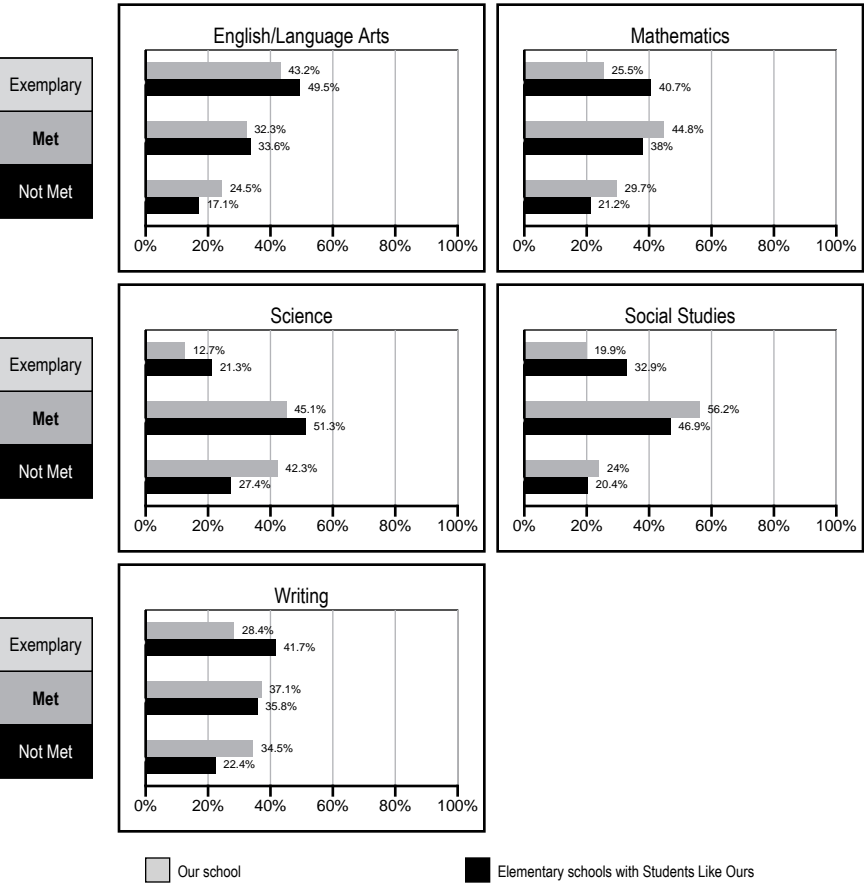
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 92.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	32	25	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=786)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.9%	Down from 4.1%	1.0%	1.2%
Attendance rate	95.4%	Down from 96.0%	96.5%	96.1%
Eligible for gifted and talented	9.6%	Down from 10.9%	17.0%	11.7%
With disabilities other than speech	7.9%	Up from 6.3%	7.1%	8.0%
Older than usual for grade	1.3%	Up from 1.2%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	53.2%	Up from 47.9%	62.7%	60.5%
Continuing contract teachers	83.0%	Up from 75.0%	86.6%	84.6%
Teachers with emergency or provisional certificates	2.4%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	94.1%	Up from 93.4%	90.2%	87.0%
Teacher attendance rate	96.8%	No Change	95.7%	95.4%
Average teacher salary*	\$46,420	Up 2.3%	\$48,552	\$47,288
Professional development days/teacher	12.0 days	Up from 11.9 days	11.6 days	10.5 days
School				
Principal's years at school	11.0	Up from 10.0	4.3	4.0
Student-teacher ratio in core subjects	17.3 to 1	Up from 15.0 to 1	20.0 to 1	19.2 to 1
Prime instructional time	91.8%	Down from 92.4%	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.6%	Up from 90.3%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,252	Up 0.9%	\$7,225	\$7,548
Percent of expenditures for instruction**	68.6%	Up from 66.8%	69.2%	68.7%
Percent of expenditures for teacher salaries**	65.1%	Up from 62.4%	66.2%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The staff, students, and parents at McLaurin Elementary are proud of the progress we have made this year. McLaurin students continue to improve academically and the attendance rate for students has improved. McLaurin staff and students were recognized for making Adequate Yearly Progress as outlined by the No Child Left Behind Act. Among our other accomplishments are the following:

- Our teachers continued extensive staff development in math and data analysis.
- We provided after school tutoring for 85 students.
- We provided early intervention for students needing additional instruction in reading.
- McLaurin students read over 50,000 books this year.
- Our students/staff walked over 26,000 miles during our school-wide walking program.

Our staff is dedicated to providing students with a strong academic program enhanced with an equally strong focus on character. Daily communication with our parents through student agenda books is a means to keep parents informed and involved in their child's education.

McLaurin's Association of Parents (APT) and our School Improvement Council are vital to the success of McLaurin. Our APT raised funds to offer financial support for the overall program at McLaurin. Our School Improvement Council and APT focus for this year was improving student attendance, providing a new digital messaging sign to keep parents informed of important events and messages, as well as sponsoring our school-wide walking program. Weekly incentives and nine weeks celebrations for students achieving their goals were sponsored by these groups. We continue to have strong parental involvement in meetings, conferences, and other events offered at school. McLaurin is a community where expectations are high, and everyone is encouraged to be a lifelong learner.

Deborah Cribb, Principal
Jay Terry, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	96	81
Percent satisfied with learning environment	97.7%	80.0%	81.5%
Percent satisfied with social and physical environment	90.7%	85.4%	77.5%
Percent satisfied with school-home relations	90.7%	91.7%	86.1%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress	NO
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This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	211	93.8	26.8	31.3	41.9	81.8	84.6	83.5	Yes	Yes
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Gender

Male	108	92.6	27.2	39.8	33	79.6	82.1	80.1	N/A	N/A
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Female	103	95.2	26.3	22.1	51.6	84.2	87.3	87	N/A	N/A
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Racial/Ethnic Group

White	78	93.6	16.9	22.1	61	88.3	90.9	89.6	Yes	Yes
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African American	121	93.4	35.1	37.8	27	76.6	78.5	74.6	Yes	Yes
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Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	95.3	92.7	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	85.7	79.6	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.8	85.1	I/S	I/S
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Disability Status

Disabled	42	71.4	70.7	26.8	2.4	39	56.1	51.7	No	No
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	84.7	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	129	90.7	37.6	37.6	24.8	72.6	79.2	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	211	99.5	31.8	43.4	24.7	79.8	78.9	80.4	Yes	Yes
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Gender

Male	108	100	30.1	49.5	20.4	78.6	77.1	78.4	N/A	N/A
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Female	103	99	33.7	36.8	29.5	81.1	80.8	82.5	N/A	N/A
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Racial/Ethnic Group

White	78	100	20.8	39	40.3	87	88.2	87.8	Yes	Yes
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African American	121	99.2	41.4	47.7	10.8	73.9	69.8	69.3	Yes	Yes
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Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	96.9	93.5	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	81.5	78.3	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.8	83.2	I/S	I/S
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Disability Status

Disabled	42	100	68.3	29.3	2.4	43.9	46.5	46.1	No	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	85.6	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	129	99.2	43.6	46.2	10.3	71.8	71.5	72.8	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	155	99.4	43.1	44.4	12.5	56.9	67.8	67.3
Gender								
Male	79	98.7	39.7	46.6	13.7	60.3	68.4	66.9
Female	76	100	46.5	42.3	11.3	53.5	67.2	67.7
Racial/Ethnic Group								
White	52	100	21.6	52.9	25.5	78.4	82.4	79.6
African American	93	98.9	58.3	39.3	2.4	41.7	53.3	49.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	70.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.9	69.5
Disability Status								
Disabled	29	96.6	74.1	22.2	3.7	25.9	42	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	70.1	58.6
Socio-Economic Status								
Subsidized meals	96	99	60.5	36	3.5	39.5	57	55.4

Social Studies

All Students	160	99.4	25	55.4	19.6	75	71	70.9
Gender								
Male	85	100	22.2	58	19.8	77.8	70.6	70.1
Female	75	98.7	28.4	52.2	19.4	71.6	71.4	71.7
Racial/Ethnic Group								
White	64	100	14.3	47.6	38.1	85.7	80.2	79.2
African American	86	98.8	35.1	63.6	1.3	64.9	62.1	58.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91.2	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	68.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	34	97.1	46.9	50	3.1	53.1	45.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	73.6	68
Socio-Economic Status								
Subsidized meals	92	98.9	38.3	58	3.7	61.7	62.2	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	213	96.2	34.2	37.2	28.6	65.8	73	72.1	95.4	95.8
Gender										
Male	108	96.3	39.6	39.6	20.8	60.4	66	65.2	95.2	95.6
Female	105	96.2	28.4	34.7	36.8	71.6	80.3	79.2	95.6	95.9
Racial/Ethnic Group										
White	77	100	19.5	28.6	51.9	80.5	81.4	80.8	95.7	95.6
African American	125	93.6	45.9	43.1	11	54.1	64.8	59.7	95	95.8
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	90.1	87	97.6	97.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.7	64.6	95.9	94.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.5	73.4	N/A	97
Disability Status										
Disabled	44	84.1	N/AV	N/AV	N/AV	18.9	30.8	27.7	93.3	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	66.7	63.7	97.4	96.1
Socio-Economic Status										
Subsidized meals	132	93.9	49.6	41.7	8.7	50.4	64.9	61.9	94.6	95.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	99	100	20	35.6	44.4	80
	4	79	97.5	29.6	42.3	28.2	70.4
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	102	94.1	18.2	27.3	54.5	81.8
	4	109	93.6	35.4	35.4	29.3	64.6
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	99	100	40	41.1	18.9	60
	4	79	97.5	32.4	35.2	32.4	67.6
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	102	100	28.3	46.5	25.3	71.7
	4	109	99.1	35.4	40.4	24.2	64.6
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	53	100	45.8	41.7	12.5	54.2
	4	76	97.4	45.6	45.6	8.8	54.4
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	48	97.9	54.3	26.1	19.6	45.7
	4	107	100	37.8	53.1	9.2	62.2
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	46	100	47.6	45.2	7.1	52.4
	4	78	97.4	37.1	45.7	17.1	62.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	54	98.2	21.6	47.1	31.4	78.4
	4	106	100	26.8	59.8	13.4	73.2
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	99	98	32.6	28.1	39.3	67.4
	4	79	91.1	47.8	28.4	23.9	52.2
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	103	97.1	34.7	36.7	28.6	65.3
	4	110	95.5	33.7	37.8	28.6	66.3
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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